DOCUMENT RESUME

ED 269 100 JC 860 249

AUTHOR Jonadoss, Nirmala; Lucas, John A.
TITLE Evaluation of Tutoring Services Offered at Harper College. Research Report Series Volume XIV, No. 13.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 2 Jun 86
NOTE 14p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Community Colleges; Majors (Students); Participant Satisfaction; *Program Effectiveness; Program Evaluation; Student Characteristics; *Tutorial Programs; Tutors; Two Year Colleges; *Two Year College Students

ABSTRACT

An evaluation was conducted of the tutoring services offered at William Rainey Harper College (WRHC) using three types of data. First, from the total number of students who used the services, 132 students from fall 1981 and 138 students from fall 1985 were randomly surveyed. Second, Tutoring Center evaluation forms completed by student participants from fall 1982 to spring 1985 were analyzed. Finally, tutoring participation data for the years 1973 to 1984 were tabulated, broken down by discipline, and compared to overall enrollment, adult population, and high school senior class enrollments in the district. Study findings included the following: (1) in relation to the student body as a whole, a high percentage of younger students were served by the Tutoring Center; (2) 47% of the students served by the center were business, liberal arts, or general education majors; (3) students utilizing the center's services had higher grade point averages than the student population as a whole; (4) the majority of students found out about tutoring services through instructors, campus ads, and other students; and (5) tutoring services were rated very highly by the students, with over 90% rating them as very useful and over 80% rating tutor technique as very good. Data tables are included. (EJV)

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Volume XIV, No. 13
June 2, 1988

William Rainey Harper College

ED269100

Evaluation of Tutoring Services Offered at Harper College

Nirmala Jonadoss, Coordinator
Tutoring Center
John A. Lucas, Director

Office of Planning and Research

Operation Staff:

Janice A. Cook, Secretary
Karla Hill - Research, Tallying

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PURPOSE

The purpose of this study was to provide data and analysis as part of the evaluation of tutoring services at Harper College. This evaluation is part of the total Harper-wide evaluation process whereby every program and student service offered by Harper is evaluated on a five-year cycle. This study was requested by the coordinator of the Tutoring Center.

HISTORY AND DESCRIPTION OF SERVICES OFFERED

Proposed in the fall of 1970 and instituted in the fall of 1973, the Tutoring Center provided free academic assistance for a limited number of Harper courses. The Center has now expanded to include tutoring for over 60 courses employing nearly 50 professional and student tutors. This expansion is warranted by the successful serving of student needs on an appointment and a limited walk-in basis.

METHODOLOGY

Basically three types of data were analyzed for the Tutoring Center. First, from the total number of students who used the services, 132 students from the fall of 1981 and 138 from the fall of 1985 were randomly surveyed. Information was gathered from the records of these students and included age, GPA, major area of study, first semester enrolled at Harper, credit hours attempted, credit hours earned, number of semesters attended and graduation status.

The second type of data analyzed for the Tutoring Center was an evaluation form filled out by student participants from the fall of 1982 through the spring of 1985. Evaluations were distributed for the fall 1982, spring 1983, and fall 1983 semesters during the last few weeks of the semester. The tutors working at the Center distributed the evaluations to the students who frequently used the services. For spring 1984, fall 1984, and spring 1985, the evaluations were given at random to the students through the Center's receptionist during the last eight weeks of the semester.

The final type of data analyzed was the number of student participants at the tutoring center from 1973 to 1984. This participation data was broken out by the discipline in which tutoring services were given. In addition, tutoring participation data was compared to overall enrollment, adult population and high school senior class enrollments in the district.

DISCUSSION OF RESULTS

Although the Tutoring Center serves a wide range of ages, a higher percentage of younger students are served by the Tutoring Center than is in the general student population. The center serves a wide variety of student majors, but almost half (47½%) are business, liberal arts or general education majors. Interestingly, the participants using the tutoring services have a higher GPA than students in the general student population.

Persistence measures were also gathered on these students and compared to the general student population. It should be noted that persistence rates for 1981 participants should be expected to be higher than for 1985 participants in that the 1981 group has had more time to accumulate credits since taking advantage of tutoring. Thus, for these measurements, the 1981 group is compared alone to the general student population. Among this 1981 group, they have earned on the average 43 credit hours, have attended 6 semesters while 38 percent have graduated. This is far greater than persistence rates for the general population.

Several conclusions could be drawn from this -- One, the Tutoring Center could help the students to earn a higher grade point average and to persist longer. An alternative explanation would be that students who select tutoring are more apt as a group to earn a higher GPA and to persist longer.

The second type of data analyzed were student evaluations of the Tutoring Center. These were carried over six semesters from the fall of 1982 to the spring of 1985. The majority of students find out about tutoring services through instructors in their courses. Campus advertisements and other students are also important sources for finding out about the Tutoring Center. Over the last three semesters other students have become a much more important source. Students in the last year have a tendency to use the Tutoring Center more often than they did the previous two years.

The tutoring service was rated very highly by the students. Well over 90 percent rated it very useful and well over 80 percent rated the tutor technique as very good. Some 80 to 90 percent said the material stressed by the tutor was very appropriate for their courses. More than 70 percent of the participants thought that the time allotment for tutoring sessions were adequate and that the arrangements for appointments were fine as they are now. Some 40 to 87 percent thought that the tutor was very helpful in raising their grade in their course by two whole grades. Participants in the last year rated the tutoring service more effective in raising grades than participants the previous two years. In the last year over half the participants said they definitely would have dropped the course if the tutoring services had not been available for them.

In examining the number of participants in the tutoring program over the years it seems that this overall number follows closely the overall enrollment. The number of participants for tutoring in specific disciplines seem to jump up and down for other reasons and do not necessarily follow the enrollment trends in that discipline.

Data on Students Who Participated in Tutoring Program

Versus Students Collegewide

Age	Participated in Tutoring Program in 1981	Participated in Tutoring Program in 1985	Collegewide Degree Credit Students at Harper
Average Age	25.0	25.7	26.1
Percent under 21	50.4	51.4	37.7
GPA			
Mean GPA	2.67	2.54	2.47
Percent 3.00 GPA or better	35.4	31.3	
Percent Under 2.00 GPA	15.0	20.1	
Credit Hours Attempted			
Mean Hours Attempted	45.0	24.6	28.5
Pct. with 48 hours or more	51.5	13.8	
Pct. with 24 hours or more	74.2	40.6	
Pct. with 12 hours or more	86.4	77.5	
Pct. with Less than 12 hrs.	13.6	22.5	
Credit Hours Earned			
Mean Hours Earned	43.3	23.3	27.4
Pct. with 48 hours or more	49.2	12.3	24.0
Pct. with 24 hours or more	70.5	37.0	45.2
Pct. with 12 hours or more	85.6	69.6	61.5
Pct. with Less than 12 hrs.	14.4	30.4	38.5
Semesters Attended			
Mean Semesters Attended	6.1	3.7	4.1
Pct. attending 1 semester only	5	32	19
Pct. attending 2 semesters	11	15	20
Pct. attending 3-4 semesters	20	24	24
Pct. attending 5-8 semesters	43	20	28
Pct. attending over 8 Semesters	21	9	9
Percent Receiving Degree or Certificate	37.9	2.2	19.4
Number Sampled	132	138	

MAJOR AREA OF STUDY OF PARTICIPANTS IN TUTORING PROGRAM

	1981	1985
Business	38	25
Liberal Arts	24	11
Engineering	6	5
Data Processing Tech	7	8
Nursing	6	1
Electronics Tech	4	4
Science	5	3
Accounting Aide	4	3
Music	3	1
Biological Sciences	3	5
Social Science	3	6
Dental Hygiene	2	0
Medical Office Assostant	2	0
General Education	2	28
Art	2	1
Refrigeration and Air Conditioning	2	0
General Studies	2	0
Marketing Mid-Management	2	2
Pharmacy Technology	2	0
Physical Education	1	0
Child Development	1	2
Education	0	5
Mechanical Engineering Tech	1	3
Secretarial Science	2	3
Supervisory and Administrative Mgmt.	1	2
Architectural Technology	2	1
Legal Technology	1	1
Material Management	1	0
Operating Room Technician	1	0
Cardiac Exercise Tech	1	1
Pre-Med	0	3
Math	0	3
Food Service Management	1	0
Interpreter Training	0	3
Criminal Justice	0	2
Journalism	0	2
Fashion Merchandising	0	1
Foreign Language	0	1
Speech	0	1
Real Estate	0	1

FIRST SEMESTER ATTENDED OF PARTICIPANTS OF TUTORING PROGRAM

Semester	Tutored 1981	Tutored 1985
Fall 1985	--	40
Summer 1985	--	11
Fall 1984	--	15
Summer 1984	--	3
Spring 1984	--	13
Fall 1983	--	8
Summer 1983	--	4
Spring 1983	--	3
Fall 1982	--	8
Summer 1982	1	0
Spring 1982	--	2
Fall 1981	39	7
Summer 1981	7	0
Spring 1981	1	1
Fall 1980	20	4
Summer 1980	3	4
Spring 1980	13	2
Fall 1979	11	3
Summer 1979	4	0
Spring 1979	2	2
Fall 1978	7	2
Summer 1978	3	0
Spring 1978	1	1
Fall 1977	2	0
Summer 1977	0	1
Spring 1977	4	0
Fall 1976	5	2
Summer 1976	1	1
Fall 1975	3	0
Summer 1974	0	1
Summer 1972	1	0
Fall 1971	1	0
Fall 1970	1	0

EVALUATION OF TUTORING SERVICES BY STUDENTS

Number of Responses		61	62	93	80	183	148
How Students Found Out About Tutoring Service		Fall 1982	Spring 1983	Fall 1983	Spring 1984	Fall 1984	Spring 1985
Instructor in Course		65%	61%	62.5%	57%	39%	53%
Advertisement		13%	23%	13.5%	15%	18%	16%
Other Students		13%	11%	13.5%	19%	37%	28%
Other		9%	5%	10.5%	9%	6%	3%
How Often Students Used Service	Index						
Twice per week or more	2	33%	24%	34.9%	40.7%	43%	36%
Once per week	1	31%	53%	34.8%	26%	39%	46%
Once in a while	0	36%	23%	30.3%	33.3%	18%	18%
Average Index		.97	1.01	1.05	1.07	1.25	1.18
Usefulness of Tutoring Service							
Very Useful		90%	95%	95.7%	93%	92%	94%
Somewhat Useful		10%	5%	4.3%	6%	7%	6%
Not Sure		0	0	0	1%	1%	0
Not at all		0	0	0	0	0	0
Instruction Rating - Degree to which Tutor's Technique was Helpful and Clear							
Very Good		92%	94%	90.1%	82%	83%	85%
Good		--	--	--	18%	15%	13%
OK or Average		8%	6%	9.9%	0	2%	2%
Poor		0	0	0	0	0	0
Average Index		3.8	3.9	3.8	3.8	3.8	3.8
Degree to Which Material Stressed was Appropriate for Student's Course	Index						
Very Good	4	88%	97%	93.3%	76.3%	84%	80%
Good	3	--	--	--	23.7%	15%	19%
Fair or Average	2	12%	3%	6.7%	0	1%	1%
Poor	1	0	0	0	0	0	0
Average Index		3.8	3.9	3.9	3.8	3.8	3.8
Feelings about Working with Fellow Student							
Was more comfortable than working with a faculty instructor		72%	52%	52.2%			
Was less comfortable		2%	0%	2.2%			
Was as helpful as a faculty member		44%	42%	42.4%			
Was less Helpful		6%	2%	3.2%			

EVALUATION OF TUTORING SERVICES BY STUDENTS (continued)

Degree to Which Time Allotted to Student was Enough	Fall 1982	Spring 1983	Fall 1983	Spring 1984	Fall 1984	Spring 1985
Needed more time than was Allotted	21%	27%	32.6%	26.3%	22%	11%
Time Allotted was Adequate	79%	73%	67.4%	73.7%	78%	89%
Preference for Arrangements						
As it is with Appointments	72%	81%	73.5%	74%	77%	82%
A walk-in First come basis No Appointments	26%	19%	26.5%	26%	23%	18%
Groups	2%	0	0	0	0	0
Preference for Allocation of Time						
30 Minutes per student Individually	61%	65%	47.3%			
In groups up to 2 hours each meeting	21%	21%	23.7%			
1-Hour Appt. Individually	18%	0%	0			
Flexible time Appointments	0%	8%	0			
Other	0%	6%	29.0%			
Preference for how costs should be accommodated						
Students using Service should be charged $10 per semester	6%	8%	8.3%			
Students using service should be charged $1 per visit	4%	5%	6.3%			
The College should provide tutoring free-of-charge	90%	87%	85.4%			
Degree to Which Tutor Affected Your Grade						
Very Helpful (up two grades)	54%	40%	72.5%	40.3%	74%	87%
Helpful	40%	57%	19%	56.9%	25%	12%
No Change	6%	3%	1.3%	2.8%	1%	1%
Grades have gone down	0	0	0	0	0	0
No Answer	0	0	7.2%	0	0	0
Would have Dropped Course if Tutoring was not Available						
Yes				29.9%	59%	52%
No				39%	18%	20%
Maybe				31.1%	23%	28%

TUTORING CONTACTS VS. HEADCOUNT ENROLLMENT FALL SEMESTERS

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
English Tutoring Contacts			427*	328*	1476*	865*	506*	683*	468*	542	333	571
English Duplicated Headcount Enrollment			3493	3423	3373	3185	3376	3721	3859	3998	3702	3604
Foreign Language Tutoring Contacts			462	281	159	346	388	738	1211	317	331	179
Foreign Language Duplicated Headcount Enrollments			529	461	488	480	484	518	525	548	555	476
Study Skills Tutoring Contacts						278	174	--	--	--	--	--
Study Skills Duplicated Headcount Enrollment						125	235					
Math Tutoring Contacts	520	1086	1661	1837	1553	1396	1421	1743	1712	1731	1307	1638
Math Duplicated Headcount Enrollment	1907	2074	2383	2589	2220	2477	2674	3197	3463	3699	3647	3214
PSY, SOC, and ECON Tutoring Contacts	20	7	57	191	131	163	106	--	--	--	--	126
PSY, SOC, and ECON Duplicated Headcount Enrollments	3545	3605	4510	4125	4020	3590	3630					3880
Secretarial Tutoring Contacts			305	90								
Secretarial Duplicated Headcount Enrollment			865	775								
ACC and DPR Tutoring Contacts			183	210	214	422	1074	1173	1986	3940		
ACC and DPR Duplicated Headcount Enrollment			3410	3345	3610	3825	4055	4675	5235	5550		
ACC Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	1167	1466
ACC Duplicated Headcount Enrollments	--	--	--	--	--	--	--	--	--	--	2358	2240
DPR Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	3422	1840
DPR Duplicated Headcount Enrollments	--	--	--	--	--	--	--	--	--	--	2278	1856
Child Development Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	--	4
Astronomy Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	--	4
Chemistry and PHY Tutoring Contacts	9	162	270	141	140	224	232	203	525	243	245	319
Chemistry and PHY Duplicated Headcount Enrollments	679	720	799	885	885	773	806	881	986	1054	1054	844
Biology Tutoring Contacts			177	925	310	582	474	894	709	807	879	912
Biology Duplicated Headcount Enrollments			1893	1716	1493	1341	1415	1477	1498	1546	1462	1262
Sign Language Tutoring Contacts								70	159	136	103	81
Sign Language Duplicated Headcount Enrollments								115	145	110	125	140
Music Tutoring Contacts			34	--	8	123	109	62	198	57	56	38
Music Duplicated Headcount Enrollments			878	863	915	848	765	908	990	1005	810	638
Total Tutoring Contacts	819	1628	3576	4003	3991	4399	4484	5566	6968	7773	7843	7178
Total Degree Credit Headcount Enrollment	8876	9563	12,146	11,838	12,631	12,128	12,814	13,894	14,962	15,510	15,453	14,134
Adult Population (1,000's)	205	218	230	255	268	274	280	283	291	298	304	310
High School Seniors Year Before	6602	7154	7434	7893	8108	8386	8363	8304	8047	7964	7723	7398

*English counts also include communications

TUTORING CONTACTS VS. HEADCOUNT ENROLLMENT SPRING SEMESTERS

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
English Tutoring Contacts	--	19*	502*	482*	1371*	922*	1059*	616*	622	496	342	583
English Duplicated Headcount Enrollments						2517*	2824*	3042*	3264	3426	3150	2849
Foreign Languages Tutoring Contacts	--	497	345	232	510	771	521	746	709	233	152	93
Foreign Language Duplicated Headcount Enrollments						341	379	436	446	424	386	431
Study Skills Tutoring Contacts	--	--	--	--	--	16	--	--	--	--	--	--
Math Tutoring Contacts	671	1424	1718	1678	1464	1335	1299	2169	2194	2090	1704	1500
Math Duplicated Headcount Enrollments						1906	2078	2619	2870	3064	2912	2709
PSY, SOC, ECON, Tutoring Contacts	5	52	68	467	112	223	232	246	247	98	104	30
PSY, SOC, ECON, Duplicated Headcount Enrollments						3167	3490	3848	4026	4324	3942	3700
ACC and DPR Tutoring Contacts	--	318	249	275	501	926	1085	1913	2874	5640	--	--
ACC and DPR Duplicated Headcount Enrollments	--	--	--	--	--	3742	4114	4749	5293	5812	--	--
ACC Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	1588	1272
ACC Duplicated Headcount Enrollment	--	--	--	--	--	--	--	--	--	--	2404	2112
DPR Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	2652	1555
DPR Duplicated Headcount Enrollment	--	--	--	--	--	--	--	--	--	--	2701	2042
Secretary Science Tutoring Contacts	1	--	209	--	--	--	--	--	--	--	--	--
Chemistry and PHY Tutoring Contacts	--	272	361	94	220	146	332	301	331	232	422	150
Chemistry and PHY Duplicated Headcount Enrollments						683	744	802	893	965	944	768
Biology Tutoring Contacts	1	33	532	1192	863	684	660	1150	1117	1329	1136	905
Biology Duplicated Headcount Enrollments						1200	1307	1380	1440	1474	1380	1209
Sign Language Tutoring Contacts	--	--	--	--	--	--	--	68	131	123	58	18
Sign Language Duplicated Headcount Enrollments								145	115	135	160	155
Music Tutoring Contacts	--	--	18	--	148	141	157	99	141	100	36	9
Music Duplicated Headcount Enrollments						825	888	945	998	968	795	660
ELT Tutoring Contacts	--	--	--	--	--	--	--	--	--	--	98	--
Total Tutoring Contacts	903	2615	4002	4420	5189	5164	5345	7308	8366	10,342	8292	7178
Total Degree Credit Headcount Enrollments	7858	9072	11,291	10,885	11,226	10,554	11,726	13,460	14,384	15,415	14,055	12,907
Adult Population (1,000's)	218	230	255	268	274	280	283	291	298	304	310	316
High School Seniors One Year Before	6602	7154	7434	7893	8108	8386	8363	8304	8047	7964	7723	7398

*English counts also include communication

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